

Western Civilization I (HIST 1050)

Instructor:

Andrew J. Drenas, D.Phil.

Class Status:

This is an online course, worth 3 credit hours. There are no prerequisites.

Chat Meetings:

Our chat meetings will begin on Monday evenings at 7:00 p.m. EST. Attendance at chats is not mandatory, but is certainly recommended.

E-mail:

I can be reached by e-mail through the course website. I expect to respond to messages within twenty-four hours. If I have not, then please send a follow-up e-mail.

Course Description

In the instructor's interpretation, "Western Civilization I" is a panoramic study of the civilization of the Western world from antiquity to the early modern era. The course will broadly survey the major attributes, personages, and events associated with the ancient Near East, Greece, and Rome; the Middle Ages; and the Renaissance, Reformation, and early modern Europe. At the forefront of the material covered in this class will be the major political, spiritual, and philosophical concepts of Western civilization that have molded and still impact our own culture today.

Recommended Text

Thomas **Noble** et al., *Western Civilization: Beyond Boundaries*, 7th ed. (2014)
(ISBN-13: 978-1-13360272-9)

Grading and Assignment Information

Assignments	25%	100 points
First Exam	25%	100 points
Second Exam	25%	100 points
Final Exam	25%	100 points

Assignments:

This part of your grade includes **mandatory discussion board posts**, for which you can earn a potential 50 points. For the most part they are worth 5 points each, but the two movie-related posts are each worth 10 points. **Please submit them on time as you cannot make them up if they are submitted late.** There is one **mandatory writing assignment** for this course, the **primary source analysis**. Each student must choose a primary source document of interest to him or her and analyze it based on criteria provided by the instructor (see below, pp. 5-8). The writing assignment is worth 50 points. If your paper is late, 10 points will be deducted from your grade for each day it is tardy. Students are also required to read through all lecture materials posted on the course website. The reading in the Noble textbook is **recommended**.

Exams:

There will be **three exams** for this course. Each covers one of the three major historical periods of “Western Civilization I.” The first deals with the ancient World; the second, the Middle Ages; and the third, early modern Europe. **None of the exams are cumulative.** Each is worth 100 points and will be found online in multiple-choice format. There will be fifty questions on each exam, every question being worth 2 points. You will have **50 minutes** to take each exam, and you must be prepared to take each one at a single sitting. You cannot pause an exam or continue with it at another time. If you fail to take an exam during the allotted time, 10 points will be deducted for each day it is tardy. Study guides will be provided to students before each exam.

Let me offer some initial studying strategies while preparing for the exams. First, you will notice throughout the lecture notes that some terms are completely capitalized. Pay extra-special attention to whatever those names, concepts, or events might be. If a word is capitalized, it increases the likelihood that it will show up on a test. Perhaps create a series of flash cards while studying, with a separate flash card for each term. Second, I’ll never ask you to identify a date on any of the exams. I’d be thrilled if you have the general idea about when and in what order important events happened, but don’t bother trying to memorize dates for testing purposes. Lastly, always be asking yourself the main reasons “why” a person, event, or concept is significant historically. In other words, spend your time committing to memory why Martin Luther was important for the Protestant Reformation, not that he had been studying to become a lawyer beforehand. Do you get what I mean? Don’t get too bogged down in minutiae!

Essential Learning Outcomes (ELOs)

This course satisfies students’ “Diversity and Cultural Awareness” (DCA) ELO requirement. Students will come away from this course able to explain the diverse cultures, religious beliefs, political systems, and philosophical worldviews that shaped the West from antiquity through the early modern period. Students will be able to read, interpret, and analyze primary source documents. Through course assignments, students will gain experience communicating effectively in writing. Student progress will be assessed based on their discussion board posts, primary source analysis, and three exams.

Extra Credit:

I am a firm believer in extra credit. For those students who have **submitted their assignments and have taken their exams**, but might not have scored so well on something, I am happy to offer extra credit opportunities to them. You can earn a potential +10 toward an assignment or exam if you have satisfactorily submitted **an additional primary source analysis paper**. Students are limited to two extra analyses, and they must be e-mailed to me by the deadline prior to the week of the final exam. **You need to receive my approval for extra primary source analysis documents before submitting your papers to me.** You cannot choose a document written by the same author who wrote your first source, nor a document from both the same place and time in history. Please be in touch if you have any questions about this.

Grade values:

A = 94-100

A- = 90-93

B+ = 87-89

B = 84-86

B- = 80-83

C+ = 77-79

C = 74-76

C- = 70-73

D+ = 67-69

D = 60-66

F

The “A Policy”

All students who earn A grades (90-100%) on their exams and papers and earn 100% on all their discussion board posts will be exempted from having to take the final exam, leaving the course with either an A or A-. Be encouraged: students achieve this each semester! The instructor wants to reward academic excellence. **Remember that this is for 90% and above, nothing below that.**

Academic Dishonesty

Academic dishonesty will not be tolerated in this course. Any students caught cheating on course work or plagiarizing (which includes copying the work of other students) will receive a 0 as an assignment or exam grade. For more information on this subject, see <https://www.uml.edu/Catalog/Undergraduate/Policies/Academic-Integrity.aspx>

Interaction Guidelines

As our class is online, all of our interaction will be electronic. Since that is the case, we shall be communicating through e-mail, discussion board, and chat. There are some specific points about each that you should know as you take the course.

E-mail:

E-mail is the way you can be in touch with me for more personal reasons. Please feel free to e-mail me at any time, and I'll do my best to respond to you within twenty-four hours. If you do not hear back from me within twenty-four hours, please send me a follow-up e-mail. Please do remember that Blackboard Learn has its own internal mail system; we'll be communicating via that medium, not through personal e-mail addresses. **I strongly encourage you to log in to your course-mail at least once a day in case I need to be in touch with you with information relevant to our class.**

Discussion Board:

Involvement in this course's discussion board is mandatory; as a matter of fact, it will make up half of the 25% of your grade dedicated to assignments. During the course, I shall post eight discussion board topics; you need to be prepared to respond to each one. Each student's response to the subject I pose is worth a potential 5 or 10 points, for an ultimate total of 50 points to be applied to your assignment grade (for which you can earn a potential 100 points). The topic for each week an assignment is due will be posted by Monday morning, and you will need to respond to it by 11:59 p.m. EST the following Sunday evening. **Failure to respond by that time will result in 0 points, which cannot be made up otherwise. You need to plan ahead.**

The number of points you earn for each response you leave will depend on its quality. *(For week 2 and the first movie assignment, I provide you with sample discussion board responses that would earn full credit.)* For the maximum **5 or 10 points**, you must provide thorough, cogent responses that answer the question(s) I raise. Remember that the questions worth 10 points will only be for the movie-related discussions. All responses must be written clearly and correctly as far as grammar and spelling are concerned, be in complete sentences, and draw on examples and citations from the lecture materials that help you make your historical point/argument. As I read your reply, and if I notice that any of these components are missing, you will have points deducted accordingly. Please do proofread your work! Remember that this is a university-level course, and you need to take this written work seriously. You need to submit **your own work** on the discussion board, and must not copy the work of your fellow students. Remember that you will have one shot while posting your reply to the discussion board; make it count! If you ever want to discuss posts before submitting them, please send me an e-mail.

Chat:

Attendance at chat sessions is not compulsory for students. Even so, I still highly encourage you to try to make it to these scheduled meetings. The chats serve as times when we can come together for "real time" discussion that deal with matters related to the course. After dealing with any queries that students might have who are attending the chat, we spend the remainder of the time discussing the previous week's material and germane current events. Students have found that the chats prove really helpful for reviewing the material in preparation for exams.

Course Schedule

Recommended text: Thomas **Noble** et al., *Western Civilization: Beyond Boundaries*, 7th ed. (New York: Houghton Mifflin, 2014)

Week of January 16, 2017

Lecture Introduction to course; the Ancient Near East

Assignment Read instructor's introductory letter and syllabus; respond to "icebreaker"; respond to discussion board question (worth 5 points)

For Next Week **Noble**, pp. 9-106, 109

Week of January 23, 2017

Lecture Ancient Greece, and the Hellenistic Period

Assignment Respond to discussion board question (worth 5 points; and remember to take a good look at the sample discussion board response I provide this week)

For Next Week **Noble**, pp. 106-08, 110-165

Week of January 30, 2017

Lecture Ancient Rome, and Religion in the Roman Empire

For Next Week Catch up on reading, and access one of the Roman history movies required for next week's discussion board post

Week of February 6, 2017

Activity Access and analyze an historical film, either *Spartacus* (1960) or *Cleopatra* (1963)

Assignment Respond to discussion board question (worth 10 points)

For Next Week **EXAM # 1**

Week of February 13, 2017

Activity **EXAM # 1 (must be completed by Sunday, February 19, 11:59 p.m. EST)**

For Next Week **Noble**, pp. 166-223

Week of February 20, 2017

Lecture Late Antiquity and the Early Middle Ages

Assignment Respond to discussion board question (worth 5 points)

For Next Week **Noble**, pp. 224-287

Week of February 27, 2017

Lecture The High Middle Ages

Assignment Respond to discussion board question (worth 5 points)

For Next Week **Noble**, pp. 288-323

Week of March 6, 2017

Lecture The Late Middle Ages

Assignment Please e-mail me by the end of this week with the name of, and link to, the document you wish to work on for your primary source analysis. Remember to take a look at the sample primary source analysis under the “Primary Source Analysis” learning module.

For Next Week **EXAM # 2**

Week of March 13, 2017

Spring break – heave fun!

Week of March 20, 2017

Activity **EXAM # 2 (must be completed by Sunday, March 26, 11:59 p.m. EST)**

For Next Week **Noble**, pp. 324-387

Week of March 27, 2017

Lecture The Renaissance, and European Expansion

Assignment Respond to discussion board question (worth 5 points)

For Next Week **Noble**, pp. 388-415; **PAPERS** due next week!

Week of April 3, 2017

Deadline **PAPERS must be submitted by Sunday, April 9, 11:59 p.m. EST**

Lecture The Reformation Movements

For Next Week Catch up on reading, and access one of the Reformation movies required for next week's discussion board post

Week of April 10, 2017

Activity Access and analyze an historical film, either *Elizabeth* (1998) or *Luther* (2003)

Assignment Respond to discussion board question (worth 10 points)

For Next Week *Noble*, pp. 408-497

Week of April 17, 2017

Deadline **All extra credit work must be submitted by Sunday, April 23**

Lecture The Early Modern States, and the Scientific Revolution

Assignment Respond to discussion board question (worth 5 points)

For Next Week **FINAL EXAM**

Week of April 29, 2017

Exam **FINAL EXAM (must be completed by SATURDAY, April 29, 11:59 p.m. EST)**

Western Civilization I (HIST 1050)
Primary Source Analysis

The historian's main tools are called **primary sources**, documents written during the period of time that one is studying. The goal of those studying history is to go back to these documents in order to try to determine "what happened," and not to rely solely on others' research and interpretations (**secondary sources**), as helpful as those may be. (For example, if you were interested in studying Julius Caesar as a military figure, a good primary source choice would be his *The Gallic War*. A secondary source would be Professor Jones's book about Caesar and the conquest of Gaul published by Yale University Press last year.)

Instructions for Analysis

1. Choose a primary source of interest to you that pertains to the material covered in this course, and be prepared to provide an analysis of it.

Sources from antiquity through the early modern period can be found at the "Internet History Sourcebooks Project" at <http://legacy.fordham.edu/halsall>. So, for example, if you are fascinated by ancient Greece, and specifically the Persian Wars, because you like the movie *300*, and want to read a primary source related to that subject, go to the above website. Look at the left side of the page: you will see "Main" and under it the three periods of time we deal with in this course. Greece of course can be found under the "Ancient" section. Click on it. When the next set of options comes up, click on "Greece." From there, you will see in the main body of the website an option for "The Persian Wars." Click on that, and then you can choose from a number of sources that deal with this topic. **You may work with sources available ONLY at this site; and you need to e-mail me by Sunday, March 12, to let me know what you want to work on – WITH THE LINK TO THE DOCUMENT.**

2. Write the paper, and be prepared to address all of the following.
 - a. **What is the primary source you have chosen, and why have you chosen it? (5 points)**
So, tell me what you read and be sure to explain why you decided to read it. Maybe you were interested in the source's subject matter, or just realized that it had a big impact on history; you can let me know.
 - b. **Who is the author of the document, and what potential preconceptions and goals did he or she have while composing it? (10 points)**
Here you need to tell me who the actual writer of the text was. Identify the individual or individuals by name, and then say a little something about this person or people. For example, if you are reading an excerpt from Caesar's *Gallic War*, do not just say "Julius Caesar was the author." Identify Caesar as the author, and then briefly explain some of the roles he played in republican Rome.
Important: do not tell me who the recent editor and translator were. (Hint: if you find yourself about to write that your author was writing in 1995, or something, then this is obviously incorrect!) You need to identify the original author. For

some documents, especially from the ancient world, there may not be a known author; clearly state that. Regarding preconceptions and goals, this is where you identify the author's political, religious, and/or philosophical beliefs that influenced what he or she said and did. As far as goals are concerned, address what the author was trying to accomplish by writing the text.

c. When was the document written and what was the historical context surrounding its composition? (10 points)

While answering "when," all you need to do is provide me with a date or an approximate date. Remember that our course covers from ca. 3000 BC up to 1715. If you see more recent dates connected to the text, it is probably the date the document was edited or translated; you don't want that. Concerning the historical context, you need to explain here **what was going on in history at the time** your primary source was written. Provide information about both **the document's specific context** and the **broader context** of the world at the time. You can go straight back to the lecture materials to find that information.

d. Summarize and analyze the content of the document, providing quotations from the text (10 points)

Explain to me what you read about. Make sure you include enough direct quotations from the text in your summary; there should be at the very least one per paragraph.

e. What impact did this document have on the society in which it was written, and how does it provide us with historical insight into the past? (10 points)

I think this is self-explanatory, but do remember that you need to address the impact of **the document itself** and not necessarily the theme being addressed in it. Do answer both aspects of this question.

f. Make sure your paper is written in the proper format (5 points). See some guidelines below.

Potential: 50 points

3. The papers are due **Sunday, April 9**. Feel free to submit your paper early. If it is tardy, 10 points will be deducted from your grade each day it is late. A minute past the deadline constitutes tardiness. Please plan ahead.

Please contact me if you have any questions or need any help.

Please also consult the **sample primary source analysis on the course website**. It will offer you a clear model as to what I am looking for.

4. Please answer the questions in the order in which I ask them, with each question having a paragraph of its own. Proper block quotes **must be used for direct quotations exceeding four lines**. Make sure they are properly indented with ten spaces and are single-spaced. Block quotes do not require quotation marks at the beginning and end of the quotation. For more details, see p. 3 here: http://www.stritch.edu/uploadedfiles/library/doing_research/citation_help/turabian7guide.pdf.

5. No citations and/or works cited page are required if you are relying only on your primary source document and our class lectures. If you are making use of outside books and legitimate academic online sources (i.e. no Wikipedia, personal websites, etc.), they must be cited in your paper **and** included in a works cited page. Failure to cite your sources and include a works cited page will result in an **automatic loss of 5 points**. You may use either footnotes (preferable for historical prose) or parenthetical notes. For the proper format for footnotes and works cited pages, see http://www.chicagomanualofstyle.org/tools_citationguide.html. Regarding the proper format for MLA parenthetical notes, see <https://owl.english.purdue.edu/owl/resource/747/02/>.

6. Writing Guidelines
 - a. Papers must be a minimum of 4 full pages, or 5 pages, in length. The works cited page **does not** count toward the page limit.
 - b. All that you need on the first page of the paper is your name and the date. **DO NOT** include the course title and the instructor's name: they are not necessary, and occupy space that should be filled by the actual analysis
 - c. Papers must be written in ESSAY format. Papers with bullet points and incomplete sentences will be rejected!
 - d. Prose related to historical documents should be written in the past tense, not the present tense. (E.g., "Pope Innocent III **wrote** this letter to the king," and not "Pope Innocent III **writes** this letter to the king.")
 - e. Font: Times New Roman (size 12)
 - f. Format: one-inch margins all around, and double-spaced (with the exception of block quotations, which should be single-spaced)
 - g. Pages must be numbered, and have your full name on at least the first page
 - h. Absolutely no slang or "text-speak"
 - i. Make sure that you spell check!

Western Civilization I (HIST 1050)
Primary Source Analysis Checklist

If you are able to check off all of the following, you increase your chances of scoring very well on your primary source analysis.

_____ I e-mailed the instructor to alert him of the primary source document I wanted to analyze

_____ I have taken a look at, and understand, the sample primary source analysis posted on the course website

_____ I have answered the analysis questions in essay format, and in the order in which they were asked

_____ My prose is written in the past tense, not the present

_____ My paper is at least a full 4 pages, or 5 pages, in length

_____ In my paper, I have provided parenthetical notes or footnotes, and a works cited page, for all sources I consulted and quoted outside my primary source document and the course's lecture materials

_____ I have abided by the font, font size, and margin guidelines described in the syllabus

_____ My pages are numbered, with my name being on at least the first page

_____ I have proofread and spellchecked my work